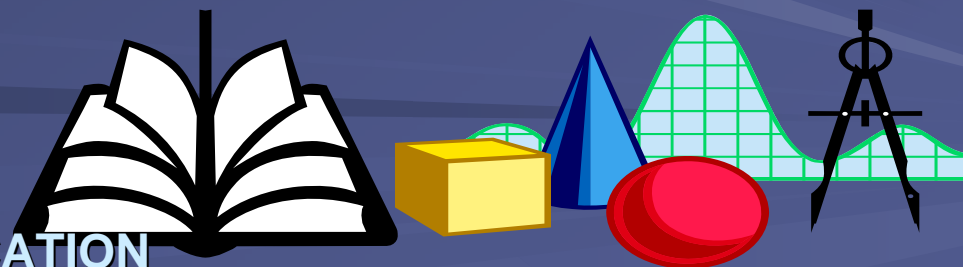


2006—2007 TCAP ACCOMMODATIONS

for All Students,
Students with Disabilities, and
English Language Learners (ELL)

Ann Sanders

TENNESSEE DEPARTMENT OF EDUCATION



WHY ASSESS ALL STUDENTS?

- ❑ No Child Left Behind

- ❑ IDEA

- ❑ Section 504

- ❑ ADA



Tennessee Comprehensive Assessment Program

- **Achievement** - grades 3, 4, 5, 6, 7, 8,
 - K, 1, 2: optional
- **Writing** grades 5, 8, 11
- **Gateway M, Rdg / LA, Science**
 - required - incoming students fall 2001 & thereafter
 - taken at completion of related course (or as determined by the IEP team)

Tennessee Comprehensive Assessment Program

■ Competency Test

- Students who entered high school prior to Fall 2001
- IEP with competency requirement
- Currently enrolled
OR
Exited with a special education diploma
&
Returning for regular diploma

****May take Competency Test until 22**

Tennessee Comprehensive Assessment Program (TCAP)

■ End-of-Course (EOC) Tests

- Taken at completion of specified course

■ Non-mandated, district-wide assessments- applicable Allowable, and/or Special Accommodations or

ELL Accommodations



Metamorphosis of Accommodations

- **BEFORE 1997-1998 ALLOWABLE**
 - special education students only
- **1998-1999 “SPECIAL CONDITIONS” implemented**
 - for students in special education—IDEA’97
 - Allowable Accommodations—ALL STUDENTS
- **2000-2002 ONGOING AWARENES**
 - technical assistance and training
- **2001-2002 “ELL ACCOMMODATIONS”**
 - technical assistance and training

Metamorphosis of Accommodations

■ SINCE 2003-2004

- Expansion of Allowable Accommodations
- Emphasis of Allowable Accommodations for all students
- Expansion of Special Accommodations
- Special Accommodations – 504 Service Plans
- Extension of Special Accommodations – IEPs
- Addition of Unique Adaptive Accommodations
- ELL Accommodations Defined

Require DOCUMENTATION & CONSISTENT USE

Purpose of Accommodations

- **EQUAL OPPORTUNITY**

- NOT AN UNFAIR ADVANTAGE

- **BEYOND EQUAL OPPORTUNITY**

- NULLIFICATION OF SCORES

- **PERFORMANCE will NOT IMPROVE**

- IF ACCOMMODATIONS ARE NOT USED CONSISTENTLY OVER TIME

HOW ARE ACCOMMODATIONS DETERMINED ?

- Needed for classroom instruction
- Used consistently
- Documented on IEP
- No IEP - document classroom use
- Accommodation not being used in classroom - may not be used

Who is Responsible for Accommodations on TCAPs?

- **Special Education Personnel**
special education students
- **School level 504 Coordinators**
504 students
- **ESL Coordinator or ESL Teacher**
ELL students
- **Combination of Services**
collaborate

Documentation for Accommodations

- 504 Review Committee - Attach addendum to 504 Service Plan
- IEP Teams - Document on IEP and attach Addendum – **part of EasyIEP**
- General Ed Teachers Determine and implement accommodations. **(Formal documentation not required)**
- ESL Teachers – ELL Exempt or ELL Bubble and Accommodations bubbles as appropriate (Q,R,S,T)

WHO CAN ACCESS ACCOMMODATIONS?

■ ALL STUDENTS

- Allowable Accommodations

■ STUDENTS WITH IEP or 504 PLAN

- Allowable and/or Special Accommodations
- note: Reading, Calculation, Sensory (vision/hearing), and Physical deficits
- Students must meet **REQUIRED CONDITIONS**
- Accommodations **DOCUMENTED** in IEP/504 Plan
- Accommodations **USED CONSISTENTLY**
- **SOME** accommodations may **NOT** be used by students with 504 Plans

WHO CAN ACCESS ACCOMMODATIONS? (continued)

■ ELL STUDENTS

- Allowable and/or ELL Accommodations

■ ELL STUDENTS WITH IEP/504 PLANS

- Allowable, Special, and/or ELL Accommodations

**ENGLISH LANGUAGE
LEARNERS (ELL),**

State Assessments,

Accommodations, and

Accountability



NCLB - Final regulations

- **ELL May be EXEMPT in first year of enrollment in a U.S. school**
 - Must be documented as ELL on state approved language proficiency assessment**
 - ELL EXEMPTION dependent on level of proficiency and need of student**

NCLB - Final regulations

ELL INCLUDED IN STATEWIDE ASSESSMENT

- Either without accommodations
or with**
- ELL ACCOMMODATIONS that are
consistent with the accommodations
provided during regular instruction**

2004-2005 TCAP ELL Accommodations

Q. Extended Time

R. Bilingual Dictionary

S. Read Aloud Test Instruction

T. Read Aloud Test Items

(ENGLISH ONLY-

NO TRANSLATIONS)



ELL ACCOMMODATIONS

Q. Extended Time

- **ACHIEVEMENT** – Time and a half per subtest
- **EOC** – Time and a half per test
- **Gateway** – NOT APPLICABLE – Untimed
- **TCAP WRITING** – Time and a half



Extended Time Requirements

- **ELL**
and
- **Score as limited English proficient on IPT**

ELL ACCOMMODATIONS



R. Bilingual Dictionary

- **ACHIEVEMENT** – Not allowed for Language Arts, Reading, Spelling, Word Analysis and Vocabulary subtests
- **EOC English I and GATEWAY LANGUAGE ARTS** – Not Allowed
- **TCAP WRITING** – Not Allowed

Bilingual Dictionary Requirements

- **ELL**
and
- **Score as limited English proficient on IPT**

ELL ACCOMMODATIONS

S. Read Aloud Internal Test Instructions- in English only

- **ACHIEVEMENT – All Subtests**
- **EOC and GATEWAY – All Tests**
- **TCAP WRITING – All Tests**



Read Aloud Internal Test Instructions- in English only

- **ELL**
and
- **Score as limited English proficient on IPT**

ELL ACCOMMODATIONS

T. Read Aloud Internal Test Items- in English only

- **ACHIEVEMENT** – Not allowed for Language Arts, Reading, Spelling, Word Analysis, and Vocabulary Tests
- **EOC English I and GATEWAY LANGUAGE ARTS** – Not Allowed
- **TCAP WRITING** – All Tests

Read Aloud Internal Test Items- in English only

- **ELL**
and
- **Score as limited English proficient on IPT**





Accountability for ELLs

First Year of Enrollment in U.S.-

- ELL students *may be exempt* from the Reading/Language Arts sections of TCAP assessments if they:
 - are identified on the Home Language Survey as speaking a language other than English, and score limited English proficient



Accountability for ELLs

(continued)

Transitional ELLs

- **ELL students who have exited from ESL Services must be monitored for 2 additional years**
 - Code as T1 and T2, bubble T1/T2
 - No ELL Accommodations



Accountability for ELLs

(continued)

First Year Enrollment in U.S.-

- Exempt ELLs must have language proficiency assessment results reported to state
 - Must still be included in Math assessments
 - Rdg / Lang Arts, M now-
 - Science next

NCLB - Final regulations

IEP team determines **NEEDED ACCOMMODATIONS**



Parents should be informed
of the potential consequences

—**IF ANY**—

for their child if s/he participates
in a regular assessment
with determined accommodations

NCLB - Final regulations

**Most students with disabilities will participate
in statewide assessments**

W/O ACCOMMODATIONS

OR

W/ APPROPRIATE ACCOMMODATIONS

**Consistent W/ Accommodations Provided
During Regular Instruction**

WHO CAN ACCESS ACCOMMODATIONS?

****If the required condition(s) ARE NOT MET, the student
MAY NOT USE the Special Accommodation(s)**

- **ELL STUDENTS WITH IEPs AND/OR 504 SERVICE PLANS**
— Allowable, Special, and/or ELL Accommodations

IN ADDITION—

- **UNIQUE ADAPTIVE ACCOMMODATIONS**
— IEP or 504 Service Plan

***when appropriate accommodations are not available
SUBMITTED & APPROVED by DOE**

WHO CAN ACCESS ACCOMMODATIONS? (continued)

■ UNIQUE ADAPTIVE ACCOMMODATIONS:

- IEP or 504 Service Plan, when—
**APPROPRIATE AND NEEDED
ACCOMMODATIONS
ARE NOT AVAILABLE**

SUBMITTED & APPROVED by DOE



**USING THE
INSTRUCTIONS:
Questions for the
Classroom Teacher
and/or IEP/504 Team**

Questions for the Classroom Teacher

VISUAL/TACTILE AIDS: Aids may include magnifying devices, use of templates to reduce the amount of visible print on a page, masks, pointers and abacus.



- Does the student typically require visual/tactile aids during classroom instruction and similar classroom assessments?
- Is the student proficient with the visual/tactile aids to be used during the assessment?
- Will the student require Flexible Scheduling in order to appropriately use visual/tactile aids?
- Is the student using a magnification device?
- Does s/he become more easily tired than other students? If so, will s/he need Multiple Testing Sessions?
- Will the student require Flexible Setting?

Questions for the IEP Team or 504 Review Committee

ASSISTIVE TECHNOLOGY: Assistive Technology can include, but is not limited to: computers, speech-synthesizers, communication devices, word processors with or without talk-text technology, and electronic readers.



- **Does the student typically require the use of a Assistive Technology during regular classroom instruction and similar classroom assessments?**
- Does the student require Special Accommodation B and/or C (Read Allow Accommodations)? If not, technology that reads any part of the test aloud to the student is prohibited. Rules that apply to Accommodations B and C must be followed for Reading/Language Arts.
- **How will the student record her/his answers? On the answer document? In the test booklet? Dictation to the computer? Dictation to a scribe? Recording answers into an audiotape?**
- If needed, who will be responsible for transcribing the student's answers to a regular answer document?
- **Does the student require use of Extended Time?**
- Does the student require an Individual or a Small Group Setting? If so, have arrangements for Flexible Setting been made with the building level test coordinator prior to the assessment?

Accommodations Addenda

(For Use by IEP Teams and 504 Service Teams)

- **SPECIFIC TO EACH TCAP ASSESSMENT:**
 - **TCAP Achievement (grades 3—8)**
 - **TCAP Writing (grades 5, 8, and 11)**
 - **TCAP End-of-Course Tests**
- **EACH ADDENDUM INCLUDES**
 - **Allowable and Special Accommodations**
- **ADDENDUM COMPLETED BY IEP/504 Team**

HOW TO USE THE ADDENDUM



EXAMPLE

**TCAP WRITING
ASSESSMENT**

Allowable Accommodations

Writing Assessment

LARGE PRINT OR BRAILLE

<input type="checkbox"/> Y <input type="checkbox"/> N	Large Print	<input type="checkbox"/> Y <input type="checkbox"/> N	Readers (IEP Only)	<input type="checkbox"/> Y <input type="checkbox"/> N	Braille (w/ or w/o audio)	<input type="checkbox"/> Y <input type="checkbox"/> N	Readers (IEP Only)
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ORAL INSTRUCTIONS DELIVERY

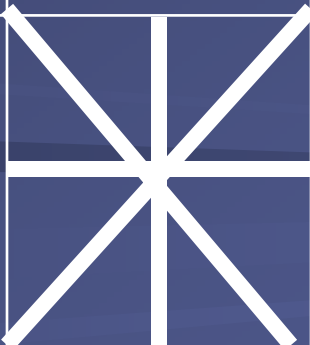
<input type="checkbox"/> Y <input type="checkbox"/> N	Sign Oral Instructions Verbatim	<input type="checkbox"/> Y <input type="checkbox"/> N	Re-read/sign Oral Instructions Verbatim
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FLEXIBLE SETTING

<input type="checkbox"/> Y <input type="checkbox"/> N	Individual	<input type="checkbox"/> Y <input type="checkbox"/> N	Small Group	<input type="checkbox"/> Y <input type="checkbox"/> N	Study Carrel/ "Other" _____	<input type="checkbox"/> Y <input type="checkbox"/> N	Out of School (Home-bound)
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Special Accommodations

Writing Assessment

Accommodations	Documentation Verification		Required Conditions	Notations
	IEP	504		
A Extended Time	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	← IEP or 504 Plan documenting consistent use in classroom instruction and testing	← Extended Time limits determined by IEP or 504 Team ← Flexible Setting required ← Flexible Scheduling required
E Interpreter Signs/Cues Test	<input type="checkbox"/> Yes <input type="checkbox"/> No		← IEP documents Hearing Impairment/Deafness and consistent use in classroom instruction and testing	

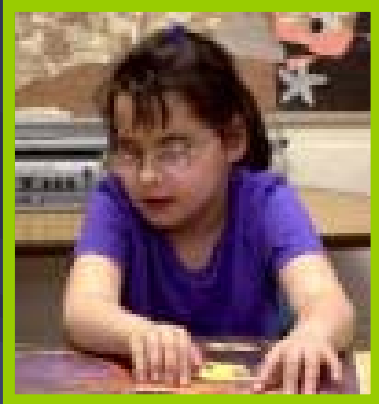
Special Accommodations Tables

- Accommodations – Describe & Use Code
- Document Verification – Y/N Consistent Use
- Required Conditions – Defines Requirements
- Notations – Provides Additional Information

Some Accommodations ONLY – IEPs

(Boxes DARKENED if NOT Available for 504 PLAN)

Allowable Accommodations



LARGE PRINT OR BRAILLE TESTS

Request in advance

Visual Impairment on IEP

Extended time on IEP/504 Plan

SIGN ORAL INSTRUCTIONS VERBATIM

Verbatim directions

Spoken portions only

Writing assessment prompts

Do not fingerspell common sign

No clarification of test instructions



Allowable Accommodations

(continued)



RE-READ/SIGN ORAL INSTRUCTIONS VERBATIM

Directions re-read/signed verbatim
Writing Assessment prompts

CALCULATOR /MATHEMATICS TABLES

(items not measuring computation)

Permitted on TCAP Achievement
EOC and Gateway Tests

Not a Special Accommodation



Allowable Accommodations

(continued)

FLEXIBLE SETTING

Individual

Small group*

Designated part of the room

Study carrel

Other Classroom

Homebound / Out of School



*Recommended: 2 – 5 students
(NOT exceed 10 students)

Allowable Accommodations

(continued)

VISUAL/TACTILE AIDS

**Magnifying Equipment
Templates, Masks, Pointers
Abacus**



AUDITORY AIDS

**Amplification Devices
Noise buffers**

Allowable Accommodations

(continued)

MULTIPLE TEST SESSIONS

Within School Day

- Smaller segments in allotted time
- Individual/small group setting

Supervise Breaks

- Does NOT APPLY to entire classroom
- Requires Prior Arrangements

Allowable Accommodations

(continued)

FLEXIBLE SCHEDULE

- Flexible Scheduling of Subtests
- Flexible Time of Day



Fewer subtests

Extended breaks

Different time

Complete test/subtest within school day

Does not apply to entire classroom

Appropriate for specific students

Make prior arrangements

Complete within LEA testing window

Allowable Accommodations

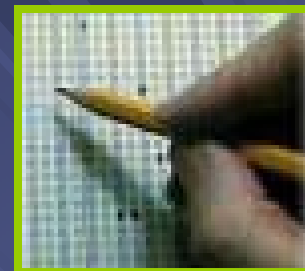
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SCRIBE/RECORDING ANSWERS

Student answers in Test Booklet

Student answers on separate sheet of paper

Answers recorded by Scribe



- **May require special return packing procedures**
- **Considered a Special Accommodation for the Writing Assessment**

Allowable Accommodations

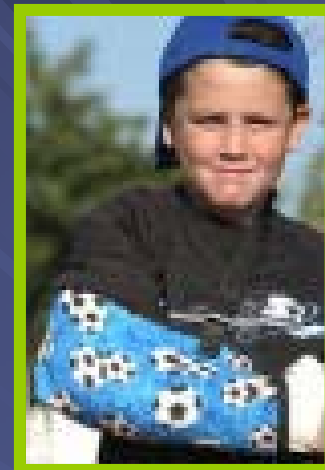
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SCRIBE/RECORDING ANSWERS

Short-term situation (e.g., broken arm)

Student without IEP/504 requires

Scribe for Writing Assessment



Submit Request Form

Unique Adaptive Accommodation

Allowable Accommodations

(continued)

MARKING IN TEST BOOKLET

Students may mark, highlight or underline
in test booklets except K-3 Achievement



STUDENT READS ALOUD TO SELF

Student reads test aloud in a individual setting

SPECIAL ACCOMMODATIONS

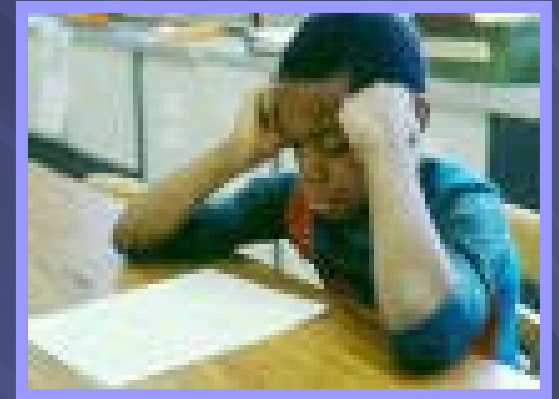
Scheduling

A. EXTENDED TIME

May be used on any timed test

Time Determined IEP/504 Team

Too much time



Council for Exceptional Children, “When a student has too much time to finish the assessment, s/he may engage in nonproductive guessing or change answers when they should not be changed.”

SPECIAL ACCOMMODATIONS

Oral Testing

B. READ ALOUD TEST INSTRUCTIONS

Document on IEP/504

May be used on All Subtests

Small Group Setting

Verbatim



SPECIAL ACCOMMODATIONS

Oral Administration

(continued)

C. READ ALOUD INTERNAL TEST ITEMS

Document on IEP/504

IEP – All Subtests

504 Plan – Not Allowed Reading/Language Arts

Individual or Small Group Setting

Verbatim

SPECIAL ACCOMMODATIONS

Oral Administration

(continued)

D. PROMPTING UPON REQUEST

Document on IEP/504

IEP – All Subtests

504 Plan – Not Allowed Reading/Language Arts

Verbatim

Small Groups



SPECIAL ACCOMMODATIONS

Oral Administration

(continued)

E. INTERPRETER SIGNS/CUES

Hearing Impairment/Deafness

Consistent use

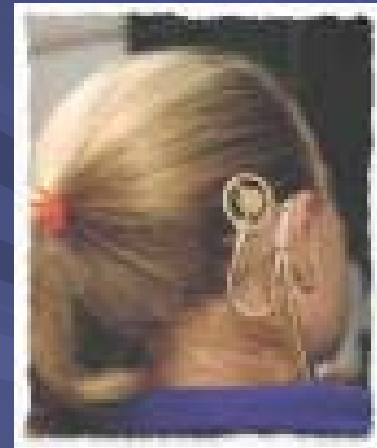
Verbatim directions

Spoken portions only

Writing assessment prompts

Not fingerspell common signs

No clarification of test instructions



SPECIAL ACCOMMODATIONS

Oral Administration

(continued)

F. STUDENT READS INTO RECORDER – PLAYS BACK IMMEDIATELY FOR COMPREHENSION



Reading difficulty documented

Consistent use

Determine needed time

Prior planning

Audio Tape returned with Test

SPECIAL ACCOMMODATIONS

Mathematics

G. CALCULATOR/MATHEMATICS TABLES

**Items not measuring
computation**



Allowable Accommodation in many LEA

Becomes Special Accommodation IF Not

allowed in LEA - document on IEP/504

SPECIAL ACCOMMODATIONS

Mathematics

(continued)

H. MANIPULATIVES



Math subtests & computation with IEP/504

Achievement & Competency Test



SPECIAL ACCOMMODATIONS

Response Options

I. ASSISTIVE TECHNOLOGY

IEP/504

Used consistently

**Needed for everyday communication
& post school success**

**ex. computers, communication devices,
talk-text, electronic readers**

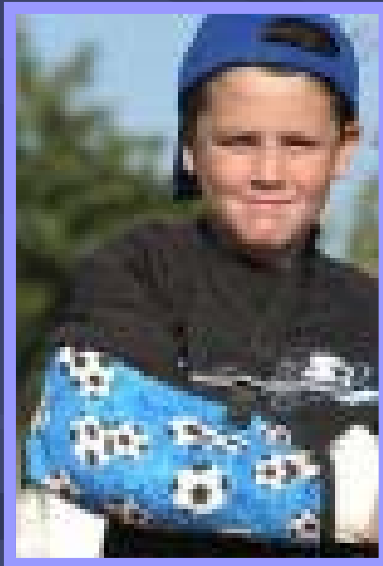


SPECIAL ACCOMMODATIONS

Response Options

(continued)

J. SCRIBE



Writing Assessment with IEP

504 due to short term

physical inability to write

Determine needed time

Keyboard vs. dictation

SPECIAL ACCOMMODATIONS

Unique Adaptive Accommodations



K. ACCOMMODATIONS NOT LISTED

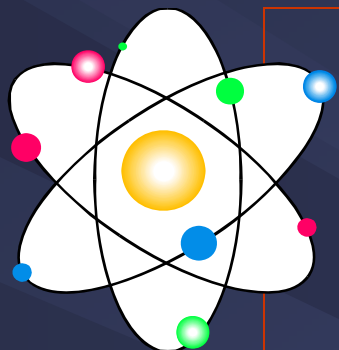
Reviewed on a case-by-case basis

Submit Unique Adaptive Accommodations

Request Form one month prior to test

Testing Irregularities

- **Sped teacher/504 coordinator confirm**
 - required conditions
 - IEP/504 documentation
- **Assure application of accommodation**
- **Report of Irregularity (RI)**
 - qualified, did not receive accommodation
 - did not qualify, used accommodation
 - qualified, accommodation used incorrectly



2006—2007 TCAP ACCOMMODATIONS

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(click on: Special Education Assessment)

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